

# Performance Task

**Grade 1**

**Strands: Concepts of Print and Writing**

Standards:

**ELA1R1** The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

**ELA1W1** The student begins to demonstrate competency in the writing process. The student

- b. Describes an experience in writing.
- d. Prints with appropriate spacing between words and sentences.

Framework Correlation: Concepts of Print and Writing - 1st Quarter

**Task:**

**The student will write in his/her journal, describing personal experiences using details (pictures or sentences) and will consistently apply concepts of print during reading and writing.**

Example: The student will keep a journal and write about his/her experiences using appropriate spacing between words and sentences.

# Performance Task

Grade 1

Strands: Concepts of Print, Vocabulary, and Comprehension

Standards:

**ELA1R1** The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

**ELA1R5** The student acquires and uses grade-level words to communicate effectively.

**The student**

- a. Reads and listens to a variety of texts and uses new words in oral and written language.

**ELA1R6** The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

- h. Self-monitors comprehension and rereads when necessary.
- k. Begins to use dictionary and glossary skills to determine word meanings.

Framework Correlation: Concepts of Print, Vocabulary, and Comprehension - 2nd Quarter

**Task:**

**The student will read to research facts and produce a report.**

Examples:

- ❖ The student may complete an outline or graphic organizer designed by the teacher while researching previously selected books and materials.
- ❖ The student may contribute his/her research to a class big book (continents, landforms, and city, county, state). (Sample books may include Me on the Map by Joan Sweeny and Annette Cable.)
- ❖ The student may orally share information with the class.

# Performance Task

**Grade 1**

**Strands: Concepts of Print, Vocabulary, Comprehension, and Listening/Speaking/Viewing**

Standards:

**ELA1R1 The student demonstrates knowledge of concepts of print. The student**

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

**ELA1R5 The student acquires and uses grade-level words to communicate effectively.**

**The student**

- a. Reads and listens to a variety of texts and uses new words in oral and written language.
- b. Recognizes grade-level words with multiple meanings.

**ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student**

- a. Reads and listens to a variety of texts for information and pleasure.
- b. Makes predictions using prior knowledge.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.
- d. Retells stories read independently or with a partner.
- e. Distinguishes fact from fiction in a text.
- f. Makes connections between texts and/or personal experiences.
- h. Self-monitors comprehension and rereads when necessary.
- j. Identifies word parts to determine meanings.
- l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.

**ELA1LSV1 The student uses oral and visual strategies to communicate. The student**

- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

# Performance Task

Framework Correlation: Concepts of Print, Vocabulary, Comprehension, and Listening/Speaking/Viewing - 3rd Quarter

***Task:***

The student will listen to and/or read different versions of fairy tales, such as Bubba the Cowboy Prince, The Egyptian Cinderella, Mufaro's Beautiful Daughter and Cinderella.

- ❖ He/she will participate in a compare/contrast activity (e.g., graphic organizer) examining the similarities and differences between the stories.
- ❖ The student will retell a version of a fairy tale.

# Performance Task

**Grade 1**

**Strands: Concepts of Print and Writing**

Standards:

**ELA1R1 The student demonstrates knowledge of concepts of print. The student**

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

**ELA1W1 The student begins to demonstrate competency in the writing process. The student**

- a. Writes texts of a length appropriate to address a topic and tell a story.
- c. Rereads writing to self and others, revises to add details, and edits to make corrections.
- d. Prints with appropriate spacing between words and sentences.
- e. Writes in complete sentences with correct subject-verb agreement.
- f. Uses nouns (singular and plural) correctly.
- g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.
- h. Uses singular possessive pronouns.
- i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).
- j. Begins to use common rules of spelling.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).
- m. Uses commas in a series of items.

Framework Correlation: Concepts of Print and Writing - 3rd Quarter

***Task:***

**When given a prompt, the student will demonstrate competency in the writing process by creating a published piece and consistently applying concepts of print.**

# Performance Task

**Grade 1**

**Strands: Concepts of Print, Phonics,  
and Writing**

Standards:

**ELA1R1** The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

**ELA1W1** The student begins to demonstrate competency in the writing process. The student

- c. Rereads writing to self and others, revises to add details, and edits to make corrections.
- h. Uses singular possessive pronouns.

Framework Correlation: Concepts of Print, Phonics, and Writing –  
4th Quarter

***Task:***

**The student will respond to literature in a response journal using sentence stems (i.e. “My favorite book part was...” and/or “I liked...”).**

# Performance Task

# Performance Task

**Grade 1**

**Strands: Concepts of Print, Phonics,  
Writing, and Listening/  
Speaking/Viewing**

Standards:

**ELA1R1** The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

**ELA1W1** The student begins to demonstrate competency in the writing process. The student

- c. Rereads writing to self and others, revises to add details, and edits to make corrections.

**ELA1LSV1** The student uses oral and visual strategies to communicate. The student

- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

Framework Correlation:

Concepts of Print, Phonics, Writing, and  
Listening/Speaking/Viewing –  
4th Quarter

***Task:***

**The student will revise, edit, and read aloud a published piece.**



# Performance Task

Grade 1

Strands: Phonics and  
Vocabulary

Standards:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student  
h. Applies learned phonics skills when reading and writing words, sentences, and stories.

**ELA1R5** The student acquires and uses grade-level words to communicate effectively.  
The student  
c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).

Framework Correlation: Phonics and Vocabulary – 4th Quarter

***Task:***

**The student will make pairs of cards for an antonym or synonym memory game. Then, s/he can use the cards to play an antonym or synonym matching game.**

# Performance Task

Grade 1

Strand: Phonological Awareness

Standard:

**ELA1R2** The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

e. Orally blends two to four phonemes into recognizable and/or nonsense words.

Framework Correlation: Phonological Awareness - 1st Quarter

***Task:***

**The student will orally blend phonemes (sounds) in a word.**

Example: Phoneme blending tasks such as the following may be used:

- ❖ Shoulder/Arm/Hand - /c/ (touch shoulder) - /a/ (touch arm) - /t/ (touch hand)  
After segmenting, students slide hand down arm as they blend the sounds to say the word (cat).
- ❖ Fix-It - The teacher provides individual sounds and children blend them into real or nonsense words. (A puppet may be used.)
- ❖ Bagged pictures - The teacher says the individual sounds of each picture pulled from the bag. Students blend sounds together to make the word.

\*If child cannot complete these tasks, refer to kindergarten phonological awareness tasks.

# Performance Task

Grade 1

Strand: Phonological Awareness

Standard:

**ELA1R2** The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student  
e. Orally blends two to four phonemes into recognizable and/or nonsense words.

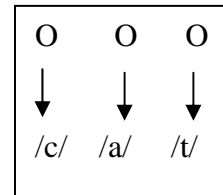
Framework Correlation: Phonological Awareness – 1st Quarter

***Task:***

**The student will orally produce beginning, middle, or ending sounds in isolation.**

Examples of activities include:

- ❖ Say-It/Move-It - Children will move tokens down on the mat as targeted sounds are called. (e.g., Teacher says, “I want you say the beginning sound in the word ‘cat’ as you move the token down.”)
- ❖ Onset Rime Clap (“/c/ /at/”)
- ❖ Bagged items
- ❖ Picture Sort



# Performance Task

Grade 1

Strand: Phonological Awareness

Standard:

**ELA1R2** The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Isolates beginning, middle, and ending sounds in single-syllable words.
- c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).
- e. Orally blends two to four phonemes into recognizable and/or nonsense words.

Framework Correlation: Phonological Awareness - 3rd Quarter

***Task:***

**The student will orally and accurately identify new words after phonemes have been added, deleted, and substituted.**

Example: Activities may include...

- ❖ Say-It/Move-It (see Grade 1 2nd Quarter Phonological Awareness)
- ❖ Add, delete, or substitute sounds orally (“Change the /c/ in ‘cat’ to /m/. What’s the new word?”)

# Performance Task

Grade 1

Strand: Phonological Awareness

Standard:

**ELA1R2** The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane).

Framework Correlation: Phonological Awareness - 3rd Quarter

***Task:***

**The student will distinguish between long and short vowel sounds in spoken one-syllable words by sorting pictures by long and short vowels.**

Example:

- ❖ Information from the following website: (<http://www.fcrr.org>)
- ❖ Oddity task - Given four pictures, the student will choose a picture that does not match the targeted sound.

# Performance Task

Grade 1

Strand: Phonological Awareness

Standard:

**ELA1R2** The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Isolates beginning, middle, and ending sounds in single-syllable words.
- b. Identifies onsets and rimes in spoken one-syllable words.
- c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).
- d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane).
- e. Orally blends two to four phonemes into recognizable and/or nonsense words.
- f. Automatically segments one-syllable words into sounds.

Framework Correlation Phonological Awareness - 4th Quarter

**Task:**

**The student will orally:**

- ❖ **blend phonemes (sounds),**
- ❖ **produce beginning, middle, and ending sounds in isolation,**
- ❖ **and accurately identify new words after phonemes have been added, deleted, and substituted.**

*Continue to use previous tasks and activities from Quarters 1, 2, and 3.*

# Performance Task

**Grade 1**

**Strand: Phonological Awareness**

Standard:

**ELA1R2** The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Isolates beginning, middle, and ending sounds in single-syllable words.
- b. Identifies onsets and rimes in spoken one-syllable words.
- c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).
- d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane).
- e. Orally blends two to four phonemes into recognizable and/or nonsense words.
- f. Automatically segments one-syllable words into sounds.

Framework Correlation: Phonological Awareness - Culminating Task

***Culminating Task:***

**By the end of the year, the student will complete an oral assessment. Sample questions may include:**

- ❖ **“Remove the /s/ from ‘stop’. What is the new word?”**
- ❖ **“Add /s/ to the end of ‘top’. What is the new word?”**
- ❖ **“Change the /m/ in ‘mat’ to /b/. What is the new word?”**

# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student  
b. Applies knowledge of letter-sound correspondence to decode new words.

Framework Correlation: Phonics - 1st Quarter

***Task:***

**The student will make words using letter cards and/or letter tiles.**



# Performance Task

# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- b. Applies knowledge of letter-sound correspondence to decode new words.
- c. Reads words containing consonant blends and digraphs.
- d. Reads words with inflectional endings.

Framework Correlation: Phonics - 2nd Quarter

***Task:***

**The student will make words using letter cards or tiles or flip books. (Letter pages flip to make new words.) The student will read aloud the words he/she makes with a partner.**

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# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- b. Applies knowledge of letter-sound correspondence to decode new words.
- c. Reads words containing consonant blends and digraphs.
- d. Reads words with inflectional endings.

Framework Correlation: Phonics - 2nd Quarter

***Task:***

**The student will decode and sort words based on a given pattern.**

# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- b. Applies knowledge of letter-sound correspondence to decode new words.
- e. Reads compound words and contractions in grade appropriate texts.

Framework Correlation: Phonics - 3rd Quarter

*Task:*

**The student will combine word cards to create and read compound words and/or contractions.**

# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- b. Applies knowledge of letter-sound correspondence to decode new words.
- e. Reads compound words and contractions in grade appropriate texts.

Framework Correlation: Phonics - 3rd Quarter

*Task:*

**The student will play a memory game where he/she matches the contraction with the correct corresponding words.** Example: Teachers may link to “Contraction Action” at: <http://teachers.santee.k12.ca.us/carl/>.

# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- b. Applies knowledge of letter-sound correspondence to decode new words.
- e. Reads compound words and contractions in grade appropriate texts.

Framework Correlation: Phonics - 3rd Quarter

*Task:*

**The student will search for and highlight compound words and/or contractions in newspapers, magazines, or environmental print.**

# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.
- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

Framework Correlation: Phonics - 4th Quarter

*Task:*

**The student will demonstrate rapid recognition of sounds for all letters and letter patterns in words. (Note: One second for each letter-sound correspondence is appropriate.)**

# Performance Task



# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.
- b. Applies knowledge of letter-sound correspondence to decode new words.
- c. Reads words containing consonant blends and digraphs.
- d. Reads words with inflectional endings.
- e. Reads compound words and contractions in grade appropriate texts.
- f. Reads words containing vowel digraphs and *r*-controlled vowels.
- g. Uses spelling patterns to recognize words.
- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

Framework Correlation: Phonics - Culminating Task

***Culminating Task:***

**By the end of the year, the student will demonstrate letter-sound correspondences when reading decodable text.**

# Performance Task

Grade 1

Strand: Phonics

Standard:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.
- b. Applies knowledge of letter-sound correspondence to decode new words.
- c. Reads words containing consonant blends and digraphs.
- d. Reads words with inflectional endings.
- e. Reads compound words and contractions in grade appropriate texts.
- f. Reads words containing vowel digraphs and *r*-controlled vowels.
- g. Uses spelling patterns to recognize words.
- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

Framework Correlation: Phonics - Culminating Task

***Culminating Task:***

**By the end of the year, the student will produce writing to demonstrate his/her knowledge of previously taught phonics skills.**

# Performance Task

Grade 1

Strand: Fluency

Standard:

**ELA1R4** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 1st Quarter

***Task:***

**The students will utilize word identification strategies (self-monitoring) as needed when reading grade level text.**

# Performance Task

Grade 1

Strand: Fluency

Standard:

**ELA1R4** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads grade-level text with appropriate expression.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 2nd Quarter

***Task:***

**The student will participate in a Readers' Theater about a famous person or event using appropriate expression.** Sample scripts can be found at <http://www.aaronshep.com/rt/>

# Performance Task

Grade 1

Strand: Fluency

Standard:

**ELA1R4** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads grade-level text with appropriate expression.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 3rd Quarter

***Task:***

**The student will perform an initial timed text reading (cold read) with automaticity, accuracy, and appropriate expression in order to establish baseline data.**

# Performance Task

Grade 1

Strand: Fluency

Standard:

**ELA1R4** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads grade-level text with appropriate expression.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 3rd Quarter

***Task:***

**The student will participate in a Reader's Theater performance of a fractured fairy tale or other grade level appropriate text.**

# Performance Task

Grade 1

Strands: Phonics and Fluency

Standards:

**ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student  
h. Applies learned phonics skills when reading and writing words, sentences, and stories.

**ELA1R4** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student  
a. Applies letter-sound knowledge to decode quickly and accurately.  
b. Automatically recognizes additional high frequency and familiar words within texts.  
c. Reads grade-level text with appropriate expression.  
d. Reads first-grade text at a target rate of 60 words correct per minute.  
e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Phonics and Fluency - 4th Quarter

***Task:***

**The student will read grade appropriate text with accuracy by participating in a Poetry Recital (each student reads aloud a poem or song lyric).**

# Performance Task

Grade 1

Strand: Fluency

Standard:

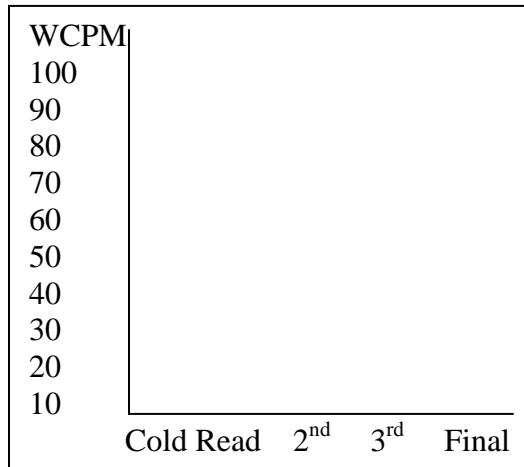
**ELA1R4** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads grade-level text with appropriate expression.
- d. Reads first-grade text at a target rate of 60 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - Culminating Task

***Culminating Task:***

**The student reads grade appropriate text with speed, accuracy and expression as the teacher completes a timed repeated reading chart. (Task to be completed throughout the school year. Baseline data was taken in 3rd Quarter.)**



*\*WCPM: Words correct per minute*

*\*Cold read: First reading*